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## LAUGHING TOGETHER

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days. We have tried to see their child-world through our adult eyes. Sometimes it has seemed silly to us, sometimes too exciting. Then we have had to step in and perhaps introduce a pattern which will bring some order and reality to a situation which might run out-of-hand. Yet we recognize that many of these are modes of social approach and therefore, on the whole, acceptable.

When a child remains too long on one level, for instance clowning or phantasy, we would be inclined to take this as a signal of some maladjustment and bend our efforts to help him find more desirable ways of asserting himself. At the same time, we would work with parents and child to try to find the underlying causes of his fears, anxieties, or show-off behavior.

We do not have to wait to be told by research workers, by physiologists and psychologists that laughter is closely associated with a relief of tension, "a sudden relaxation of strain," or that it is beneficial physiologically to the body.<sup>3</sup> We ourselves have experienced this and we know it to be true. In a good laugh we feel fret and care slip from us and well-being take their place. Did you as a child play a trick on the "It" in tag games? Loosening your jacket so that it was about to fall from you, you brushed purposely close to the "It." As he grabbed to catch you, you slipped out of your coat and left him standing there, his hand closed over the limp cloth.

So, in laughter, we have fooled the "It"—that which bothers us—and left him standing there with the empty jacket in his hand while we have run free.

<sup>3</sup>"The Expressions of Emotion." By C. Landis. *Handbook of General Experimental Psychology*. C. Murchison, Editor. Worcester, Mass.: Clark University Press, 1934. P. 334. "System of Motor Psychology." By M. Washburn. *Psychologies of 1930*. C. Murchison, Editor. Worcester, Mass.: Clark University Press, 1930. P. 84. *Emotion and the Educative Process*. By Daniel Prescott. Washington, D. C.: American Council on Education, 1938.

## LET US LIVE WITH OUR CHILDREN

(Continued from page 389)

of his favorite bird is so clearly tied in with his own carelessness. In short, throughout the book the child sees himself and his own experiences pictured and is helped to re-live them in conversation and dramatic play until, on a simple plane, the inescapable continuity of life begins to unfold itself.

This centennial year of the Mother Play may well summon us to a better fulfilment of these "imperfectly realized" ideals, to a wiser selection of essential experiences, to a growing mastery of life through gradual recognition of its relatedness, to a deeper stress on the "eternal verities" without which life is meaningless. Let us forget the acknowledged imperfections and crudities of this wise old book and forgive its too frequent misuse. Let us look, instead, for that which made it in the words of Susan Blow, its greatest translator and interpreter, the "beating heart" of so much of our early work. Let us hear once again its call to "Come, live with our children," for in such living—discriminating, sympathetic, challenging—lies Life itself for us and for them.

## ERRATUM

We are grateful to three readers of CHILDHOOD EDUCATION who have called our attention to an error in the credit line of "What Is Freedom?" quoted on page 163 in the December 1942 issue. It is incorrectly credited to Dr. Peter Marshall who tells us that it should be credited to Hazel Parker, a reporter for *The Louisville Courier-Journal*, in which it was first published as an editorial, "Freedom Is Made of Simple Stuff." A senator who had heard Dr. Marshall quote Miss Parker in one of his sermons included the quotation in one of his speeches before the U. S. Senate. The senator's speech was printed in the *Congressional Record* from which we obtained the quotation. We are glad at this late date to credit Miss Parker with this excellent statement.

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